

LESSON PLAN TEMPLATE

Instructor's Name: _____

Lesson Topic: _____

Textbook: _____

Course: Intro. I II III IV V AP IB SNS

Grade Level(s): 6 7 8 9 10 11 12 University _____

Estimated Time Required: _____ minutes Block schedule? Y N

Targeted Standards-based Objective(s):

(What will **students** be able **to do** as a result of this lesson that they could not do before in terms of their language, culture, etc.?)

- 1) Students will (standards-based communicative task) about
(context/vocabulary topic) using + (grammatical structure/process)
+ (performance parameters - accuracy, frequency, quantity, time).
- 2) Students will (standards-based communicative task) about
(context/vocabulary topic) using + (grammatical structure/process)
+ (performance parameters - accuracy, frequency, quantity, time).
- 3) Students will (standards-based communicative task) about
(context/vocabulary topic) using + (grammatical structure/process)
+ (performance parameters - accuracy, frequency, quantity, time).

THIS BOX IS A RESOURCE TO HELP YOU WRITE YOUR OBJECTIVE(S). YOU CAN DELETE IT FROM THIS PLAN ONCE YOU HAVE WRITTEN THEM.

National Standards for Foreign Language Learning: <http://tinyurl.com/4n6952>

Utah Foreign Language Standards: <http://tinyurl.com/4ea47a>

ISTE's National Technology Standards for Students: <http://tinyurl.com/2iga2m>

Utah - Technology Specific: <http://www.schools.utah.gov/curr/core/corepdf/EduTech.pdf>

Communication:

- ___ Interpersonal
- ___ Interpretive
- ___ Presentational

Connections:

- ___ Other disciplines
- ___ Acquire info./views

Communities:

- ___ Within/beyond
- ___ Personal enrichment, enjoyment

Cultures:

- ___ Practices-Perspectives
- ___ Products-Perspectives

Comparisons:

- ___ Of language
- ___ Of culture

Communicative Context for the Lesson:

- 1) Topic (from core curriculum):
- 2) Communicative Function(s):
- 3) Cultural Context:
- 4) Text Type:

- Targeted Grammatical Structure(s):
- Targeted Vocabulary: (no more than 7 words):

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Resources & Materials: (What **resources or materials** will students need in order to complete the tasks in this lesson? Can you justify the texts, materials, technologies, and activities you have chosen to use to parents or colleagues, or are there others that would be more appropriate?)

Time

Anticipatory Set (a.k.a. Bellringer, Focus Activity, or Warm-up):

(How will you **capture students' attention** and **activate their prior knowledge** in ways that prepare them to successfully complete the next task?)

Contextualized Input:

(What **experiences and new information** do students need in order to fulfill the objective(s) of the lesson successfully and what **tasks** will you give them to help them acquire this information?)

Contextualization:

(What context will you use to help students **experience meaningful examples** of how the grammatical forms you are targeting would be used in **real life**? Think in terms of experiments/demonstrations, simulations, stories, or visual input)

Focus on Form:

(How will you guide students' attention to **grammatical patterns** in the language?)

Check for Understanding:

(How will you **assess** whether or not students understand how to apply the grammatical patterns before moving to the practice phase of the lesson? It is NOT enough to ask if everyone understands!)

Guided Practice: (Repeat this section as many times as needed)

(What **structured opportunities to move and talk** will you give students to help them **actively engage** with and **practice** the new material (cultural concepts, grammatical structures, vocabulary, etc.)?)

Modeling:

(How will you **show students** what they are supposed to **do** and how you will **debrief**?)

Instructions:

(How will you **summarize** the instructions? Write each step on a separate line in the target language, no more than 5 lines, no more than 7 words per line.)

Paso 1:

Paso 2:

Paso 3:

Paso 4:

Paso 5:

Check for Understanding:

(How will you **assess** whether or not students understand the task? Will you have 2 students model?)

Scaffolding:

(How will you **structure the task** and what **tools** will you give students to ensure their success with it?)

Debrief:

(How will you **evaluate students' performance** with respect to this activity and provide them with **feedback** that will help them improve it?)

Closure:

(How will you help students to **summarize** (consolidate or organize) what they have learned? How will you help students to **reflect** on how the lesson connects to their own lives and to other disciplines?)

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Independent Practice (a.k.a. Homework): *(What meaningful activities will you give students that they can do at home successfully to **apply, reinforce** and **practice** what they have learned?)*

Assessment/Evaluation: *(How will you help students **evaluate their progress toward the lesson objective**? How will you use this information to decide **what students need to do next**? How will you provide students with **feedback** on their performance?)*

- **Informal Assessment(s):**
- **Formal Assessment(s):**

Adaptations:

(How will you adapt or "differentiate" the lesson to better meet the individual needs of students who are English language learners, heritage/native speakers, gifted, or who have other special needs?)

Back-up/Sponge Activities:

*(What additional activities will you prepare in case there is **extra time** at the end of the period, something you have planned does not work, for students who are "**fast finishers**," or to **re-teach, enrich, or extend students' learning** after they have completed this lesson?)*